

**Missouri Training and Employment Council
December 3, 2002
Chateau on the Lake
Branson, MO**

Patti Penny, Chair opened the meeting with a welcome to Southwest Missouri. Patti also extended an invitation to attend the 15th anniversary of her company Penmac on December 11th. Following a round of introductions Virginia Mee congratulated Bob Simpson on becoming President Elect of the Association for Career & Technical Education (ACTE). Patti announced a change to the agenda. Missouri Economic Research and Information Center (MERIC) will make their presentation following the Executive Committee report.

Approval of July 23, 2002 minutes

Garland Barton moved the minutes be approved as presented. Virginia Mee 2nd. Motion passed.

Approval of October 9, 2002 minutes

Garland Barton moved for the October minutes to be approved as presented. John Gaal 2nd. Motion passed.

Executive Committee Report

Special Focus

Herb Johnson

At its last meeting, the Council discussed an amendment to the Diversity Policy to emphasize the importance of minority procurement practices and existing performance targets. Herb Johnson updated the council on the progress his committee (Special Focus) had accomplished and presented to the executive committee. Stating the Committee deliberated on it for quite a while and decided they wanted the language to be a *very strong encouragement* without making it a requirement. The language is as follows:

"The Missouri Training and Employment Council supports state and federal governments in their efforts to encourage and identify the benefits of racial, ethnic and cultural diversity. Local workforce investment plans should address how resource allocation (including hiring and procurement methods) reflects the racial, ethnic and cultural diversity represented in each of the communities (labor market areas) served by the Board. The plans should include policies and initiatives aimed at establishing diversity conscious business operations.

Since US Department of Labor funds flow to the State of Missouri and, through contract, to local communities, federal equal opportunity and affirmative action laws regarding contracting and procurement extend to local Workforce Investment Boards. In addition, the Governor of the State of Missouri, through executive order, has set explicit departmental goals for procurement from Minority, Women, and Disadvantaged Business Enterprises. Therefore, it is vital that the implementation of local workforce investment board plans be perceived as equitable by all businesses and the workforce in the region."

On behalf of the Executive Committee Patti made the motion that the Full Council adopt the statement has an amendment to the Diversity Policy. John Gaal 2nd. Motion Passed.

Herb added that the committee expected to have a follow-up on the implementation of the policy to the Council by May.

Research on Quality State and Local Boards

**Roger Baugher for
Alise Martiny-Byrd**

The Program Coordination Committee is still in the process of research and making a list of quality resources that can be accessed. The next step is to contact facilitators to check on the feasibility of what the council would like to do. At least investigate the implementation of some kind of quality measurement for local boards. The concern of the committee is that it will take some time not only to get organized and funded but to also go through the process. They feel the boards really need to understand quality issues NOW. So the recommendation from the committee is that we go ahead and begin to provide some initial training to local boards on our quality initiatives, what are the things that they need to be looking at with regards to quality, so they have basic understanding before we begin the major process.

Patti made the motion on behalf of the Executive Committee. That MTEC pursue having a facilitator meet with local Workforce Investment Boards and provide training on quality issues. This will ensure local boards readiness and understanding of quality issues, thereby moving quality initiatives forward while preparing them for any eventual board quality evaluation, should one be recommended and developed. J C Caudle 2nd.

Discussion included cost and Roger Baugher, staff to the committee, said they were recommending to the Executive committee that the focus on the resources we have in the State of Missouri that can be done at reasonable cost if not volunteer to do it.

Joe Driskill voiced his support for the recommendation. He asked what the effort was designed to achieve? If it is knowledge of the principals it's a good thing. If it is setting benchmarks for performances that don't exist now, that would be another consideration.

Roger said the key point was to promote quality within local boards and quality within the programs that they oversee. The training, focus, and understanding of quality issues will give boards advance knowledge. The Committee's initial conversation was about effectiveness of the local boards? Are they doing a quality job? Since then, we have moved to a broader concept of quality overall, at the programs, boards, centers and the entire system.

Lew Chartock voiced a concern on how to determine quality with the differences in the areas. He stress he hope that we emphasize the definition of quality based on performance and not on effort.

JC Caudle gave support to the effort and mentioned that when this was originally discussed that it was realized that a large percent of the boards are doing a very good job, but some aren't. An effort like this can help them to come in line.

Joe Driskill made the suggestion that what we are talking about is quality improvement. I'm sure everyone thinks they offer good services to customers, but we always think there is room for quality improvement. Greater understanding may result if we focus on the concept of quality improvement rather than quality issues.

Tony Myers, as a member of the program coordination committee, clarified for the new members of the council why this initiative started. The committee came up with the WIA EZ performance worksheet and how it affected our federal funding. The worksheet showed that some WIBs were performing better than others. It was decided that some form of consistency of measurement was needed, to make sure all WIBs are performing and those who are not can get some help.

Roger Baugher stated that currently we can see who is performing well on the WIA measures and those who are not. However, several questions need to be answered. Is performance related to board involvement? Is the board committed? Is it a quality board or does it just come and meet once in a while. What are the issues being addressed by the board? So it got down to, do we have the right people on the boards, are they committed, and how do we know that? How do we measure quality of the board itself? The committee went even further to say the same of this State Board. Does it have the right people on it? Are they committed? Is that involvement at the quality we want? We do not measure these factors at this point in time. So the committee discussed whether we should develop some way to measure board quality. You can measure the quality of the performance of the one-stops in several different ways. Boards need to understand that one of their important roles is to look at the quality of their products and the career centers. That is why we would like to begin with this initial training. Looking at the quality nature of the boards and helping them improve, will ultimately improve the system as well.

Herb moved that the document be amended to say quality improvement instead of quality issues. Tony Myers 2nd. Motion was passed as amended.

Workforce Migration Patterns – Chasing the Neon Rainbow

Kevin Highfill

Kevin Highfill, of MERIC, presented a study of the migration patterns of people and the income they bring into or take out of communities. Migration can be classified into two main forms. Economic Migration - when people move or migrate to an area because of employment opportunity they have, a new facility has opened up or new resources have become available. They could be moving out of an area because a change in the market has forced them to decrease or close facilities. Discretionary Migration - related to amenities or qualities of life in an area. Migration data can be used to determine strengths and weakness of regions. It can also help state and local policy makers identify the types of services needed to respond to migration.

Most of the data comes from the Census Bureau. In general one-third of the people who move, move due to work related reasons another third move for housing reasons. General four out of ten have a bachelors degree.

For the first research effort MERIC looked at the Springfield region. The Springfield region has enjoyed great economic success over the last ten years. Mr. Highfill presented statistics showing origin of income entering and leaving the region, net difference of income and number of people involved. Statistics were shown from county to county and then across the US. By taking into account the net difference between income flowing into and out of regions, one can identify areas of net income surplus or deficit. This information can assist public officials in discerning the possible causes of migration. It can also help maximize the benefits and minimize the cost of migration.

MTEC Vision, Mission & Value

David Mitchem

Patti began with a background from the last full council meeting and the decision to move the council toward more of a leadership role. The Executive Committee reviewed MTEC's existing Vision,

Mission, and Value statements and recommended changes to reflect our thoughts for the future the “system”. Patti asked David Mitchem to continue with the recommendations.

Mr. Mitchem commended the MTEC staff for their work on gathering, and reviewing vision & mission statements from 24 other states. Mary Forck with the Department of Economic Development Strategic Planning & Quality met with the staff to assist with the process of taking the information gathered and drafting several alternatives for the Council to consider. David asked if Mary as well as John Metcalf with the Cooperation for a Skilled Workforce would work with the Council to craft and refine new statements to clarify MTEC’s purpose and direction.

Tap 5 of the MTEC information packets contained definitions for vision and mission statements, examples from the other states, statements used by private sector companies and alternatives drafted by staff. Council was given the opportunity to adopt one of them or draft entirely new wording.

Mary facilitated the discussion and after much deliberation and word-smithing the Council crafted the following vision; mission statements and list of values. The mission statement and values were finalized. The vision statement will be reviewed and finalized at the Council’s next meeting.

Vision Statement:

Missouri will maintain a vigorous economy through a highly skilled and globally competitive workforce that allows all Missourians the opportunity to reach their full potential.

Mission Statement:

To provide leadership that creates a world-class workforce system ensuring Missouri’s competitive advantage in the global economy, by developing systemic policies, plans and standards that promote best practices.

Values:

Innovation	Customer Focused
Respect	Ethical
Honesty	Accountable

Policy Brochure & Resource Guide

David Mitchem

In 2000 a collaborative effort among the workforce and related agencies compiled a guide mapping the fiscal resources of agencies and programs connected with the workforce system. The MTEC staff, lead by Clinton Flowers, is in the process of updating the guide with current information. Agencies are being surveyed to identify the number and types of workforce programs, their specific appropriation and expenditure levels, and the target or eligible populations served.

David Mitchem presented a draft Policy Brochure and financial resources spreadsheet. The spreadsheet reflects how the agencies view their role in the Workforce Investment System. We are also lacking information from a couple of agencies and programs. The brochure will present MTEC’s policy direction and will be a helpful summary of Workforce Investment System resources. The more Resource Guide will provide information about particular programs.

David referred to the narrative found in the informational packet TAB 6 and asked for the Councils comments. The narrative is an 8-page conceptual presentation of materials that will be honed down to 4 ½ to 5 pages. The Council discussed the narrative by section.

Herb Johnson moved that the MTEC Staff receive conceptual approval to move forward with the revision of the resource guide, and put into brochure format. Bill Treece second. Conceptual approval was passed.

Overview of WIB Training

John Metcalf

John Metcalf congratulated the MTEC on the policy brochure work completed earlier in the day. He thought it would set a strategic pathway for the next five years. It is a completely different direction than when he last visited the board a year ago. The board has begun a journey into different realm of work. He then challenged the MTEC to follow the path they set with the new vision, mission and values statements - transitioning from federal regulation compliance to a role of leadership and strategic direction.

John said during his 2 weeks of traveling around the state and visited with the local boards this summer, he found that they were wrestling with the issue of what comes after compliance? Part of the purpose for traveling around the state was to get a feel for and get in touch with all the boards and push them along the line of what is the real purpose of a Workforce Board. Then to challenge them by saying all the work you have done on compliance is great now there is more to do. Before I leave this afternoon he hopes to push the MTEC one level further. "No matter where you think are, there is another level I will push you to."

Why do boards exist? John stated that, the fundamental reason for a board to exist is to identify and facilitate the management of workforce issues and to convene the relevant organizations/resources to the table to be able to address those issues. Workforce boards do very little of the system's day-to-day work. What they do is orchestrate the work and pull together the resources that complete the work.

John then presented his findings during the visits and training at the local boards. Part of the training was for those board members and their stakeholders to leave there not only with knowledge of their roles and responsibilities but how to be an effective board member. He indicated that his work with the boards was practical, providing applications for their work. Each session went from about 9 AM to 3 PM. He broke each session down into modules.

Module 1

Getting local business and industry involved in boards' work. This is critical. If you don't have those stakeholders outside the board involved your not going to be creditable and your not going to get the work done. You're not even going to get to ask the questions. The agenda is the starting point. Make it a CEO level agenda so you can get to the points. If it's not strategic it shouldn't be on the agenda. Your job is not to talk about the operations and process but should stick to outcomes and visions and to talk about what stands in the way. It should also be directed toward the private sector and what they need.

Module 2

Much conversation was resulted on the topic of the boards diversifying their financial resources. Once the work is defined by issue, where do you get the money? Most of the boards didn't know they had the authority and the responsibility to manage that budget because for the most part the budget was kept away from them in the "grant receipting" area. Most boards didn't realize how much

money was going into the area under the Workforce Investment Act (WIA), how much money they had or the responsibility they had to allocate across the one-stop career system.

Boards should consider becoming 501C3 to facilitate receiving non-governmental funds and create your own funding sources by way of grants and foundations.

Module 3

Regional planning is critical. You have to think about the collectiveness of all the work that the boards are doing to support your vision of where you want to take the state. Regional planning sometimes means more than your board. It means reaching out and touching other board areas around you. Labor markets and labor pools do not respect GEO-political lines. When you do regional planning I want you to think about three things.

1. Did we actually increase the size of our regions labor pool?
2. Have we increased the participation rate in the labor pool?
3. Have we increased the skill level of our labor pool?

Observations of round one: Missouri's two larger boards, Kansas City and St. Louis had the least amount of representation even though they are some of the largest boards and largest urban areas. That could be because they are still in the compliant mode and haven't developed who they are and what they are doing about moving to the next level. Also, there are not any boards measuring performance of career centers on a system level. They were measuring at a program level not a system level or outcome level. They could not answer how do I know if my workforce center had a good month? They could tell you how WIA did or Wagner Peyser did but not how the "system" was doing. They also felt there was a huge void between communication of local boards and the state board. What kind of value do the local boards get because the state board meets?

Round two brought questions on how to market the board and career centers? Also how to recruit and retain board members? John said he found that the reason you lose people around board tables is because the board doesn't define who they are and why they exist. Nor do they have the values that cause people to have a stake in it. You have to talk about those things that interest the private sector and ensure the conversation keeps compliance off the table. If it's not strategic keep it off the agenda and use a consent agenda, doing most of the work in the committees, for those things that are necessary but get it done very quickly. Retaining the members by putting them to work and holding them accountable. Boards discuss the what, committees discuss the how.

One-stop Centers now have to start acting like businesses. They need to become agile, entrepreneurial and highly responsive to markets. This is totally different than being responsive to programs.

John left the MTEC with something to think about. Our economic future depends on how we react on three emerging issues. You touched on them all three today by way of conversation. How will America work in the 21st Century? These are real emerging problems facing all the states right now. 1) Worker Gap, 2) Skills Gap, 3) Wage Gap.

For the past 20 years business has relied on native born workforce to supply an ever-demanding new workforce. If it had not been for our immigrant workforce in the decade of the 90's, we would have declined dramatically in our workforce's ability to produce jobs and productivity, our country would have gone negative.

The skills gap. Productivity for 20 years was listed by technology and better-educated workers. Gains in education are now slowing. The implication is increase in the share of worker with at least high

school education over the past 20 years, 19%, the next 20 years 4%. That does not look good for our high skilled industries and value added and high production methodology.

The wage gap. The gap between workers at the bottom and at the top has expanded and threatened our economic economy and cohesion as a society.

Could this be the issues that you investigate, become knowledgeable about, convene the right resources and develop comprehensive responses for? When industry does come, will our people be prepared? It can't be reaction it has to be active.

When talking about industry clusters, John wrote down what he thought should be some of the things the local boards should know; Who are my declining industry? Who's my stable industry? and who are my emerging and growing industries? You have to create a system where people have access to life long learning. As a state board you must acquire the data to gain information so you can make knowledgeable decision on policies.

You also had a discussion about the connection between business and schools. Don't think of them as students. Think of them as your emerging workforce the most important and largest up and coming workforce segments you have coming. The question you want to ask out of every emerging workforce outcome is, when they come to me into the labor market are they prepared and are they trainable?

Mathematics Academy

Belinda Langham

Patti said she had asked David some months ago about the Mathematics academy. This was developed to train Missouri's 2000+ middle-school mathematics teachers in state-of-the-art algebra and geometry concepts, and the most effective instructional practices. They have had two training sessions.

David stated that for years businesses have expressed disappointment regarding the mathematical capabilities of the students graduating from Missouri schools. The Mathematics Academy was crafted by the state's Departments of Elementary and Secondary Education, Higher Education and Economic Development and the Missouri Technology Corporation, to focus on improving the student's real-world application of mathematics. He then introduced Belinda Langham, Co-director of the Mathematics Academy.

Ms. Langham stated as an educator and as a local business owner she is fully aware of the need for a more educated workforce. She appreciated John Metcalf's last comments that; "our future workforce is in school right now and that is where we need to focus our attention." To prepare our students for that future workforce we need for them to be better qualified with good mathematical reasoning skills, good problem solving strategies. We need them to think logically and creatively with the ability to adapt. The vision of this project is education reform. That reform is to impact the students who are our future workforce, who in turn are going to have a positive impact on the economic growth of Missouri.

She presented a video, featuring Governor Holden, which showed what the focus of the Academy is all about. The Governor stated when announcing the program, "*with significantly greater mathematical reasoning skills and the ability to apply those skills to real-world situations, Missouri's students will be well prepared for the jobs of tomorrow. And, our state will be empowered to take its rightful place as an economic leader in the America*

of the future. ... It is our intent, that in eight years, Missouri middle school students will lead the nation in math proficiency."

She also focused on how this project fits the mission that MTEC is working towards and most importantly to improve the economy of Missouri. She said as she understood MTEC's mission is to set policy, plans and standards in place that will bridge the gaps and strengthen the relationships among three major sectors of the workforce investment system. Capacity building is where we form a perfect partnership.

The reason for starting with middle school was that at the time they started in 2001 there was a significant drop in scores between 4th and 8th grades, from 37% to 14%. Those figures are not pretty. This is where we decided we could make the most impact. It is the intent to grow the Academy in the future to include Elementary and High School.

Research has shown that the teacher was the major component in a child's education, so the Academy started by focusing on a professional development program for teachers. The problems that were encountered were that the teachers themselves have some major obstacles to overcome. Nationally, one in four public middle and high school classes are being taught by teachers that are not trained in the subject. It is much worse in schools that have poor and minority students. One of the most asked questions by students of these teachers was "When am I ever going to use this stuff"? If you are not trained in the subject how do you answer?

The Math Academy designers actually went in the field and with the help of Fort Leonard Wood researched and looked for applications. The teachers went through the three-week session in the summer of 2001. Some of the things they worked on were designing drainage structures, road and airfield designs, pollution run-off, and atmospheric fallout. Now they could see that mathematics was really used somewhere. The Seventy-three teachers that went through the Academy last summer were from twenty-six different districts.

Results of the first training experience with the teachers: To measure the progress they gave pre and post training tests. Only 23% of the teachers taking the pre-test scored above 75%. They then went through an intense two-week program that dwelled into geometry content, getting to the understanding of geometry, and most important applying geometry to real life situations. The posttest was not preformed until six weeks after the training to be able to access a valid representation of what the teachers actually retained. Sixty-five percent of the teachers now scored above the 75%. The training doesn't stop there. This program is actually a two-year program. Teachers are visited throughout the year spending time with the teacher and students. Then mentor and encourage.

The academy is now looking a pre and post-test with the students in the classrooms of the teachers who participated in the Academy. As business leaders you value student capabilities, and that is what we are focusing on with your future workforce. Here is where you come into play. Belinda asked for the council's assistants and input. What are the applications that need to be used in the mathematics classroom? What do you see for the needs of tomorrow's future to build the economy? Many companies and organizations are supporting the Mathematics Academy. She challenged MTEC to make this project a part of their capacity building and help make it a sustainable project. If you are interested in funding, sponsoring, or just interested in being involved you can contact her at, 2141 E. Raynell St., Springfield, MO 65804, Phone 417-883-4165 or bylangham@aol.com.

NGA Policy Academy

Patti shared some wonderful news with the Council. We have been accepted as one of six states to participate in the National Governors Association Workforce Policy Academy. This will allow us to have access to the best practices of the other states that participate, as well as share what we have.

David added that the state agencies worked very diligently to craft a package that would be a winner. Our selection as one of the participants is a tribute to what Missouri is already doing.

USDOL Census Bureau Longitudinal Employer – Household Dynamics (LEHD) pilot research project.

Joe Driskill gave a short report on the LEHD pilot. Missouri continues to design initiatives to better understand workforce data, data on education, data on needs for people who work and what's happening on the economy. This pilot project will add census information to our other sources of data. The USDOL and Census Bureau have challenged a number of states to cooperate to provide local wage and ES202 data. We scrambled to make this happen, several departments had to corporate with very short notice. The good news is that we were included in the pilot. Joe signed a variety of federal non-disclosure forms yesterday. Hopefully the information resulting from the pilot will provide a better understanding of how our training and employment systems work.

MTEC Calendar for Next Year

The Executive Committee had an opportunity to review the calendar for next year. They have proposed the following dates and locations for next year's MTEC meetings:

Friday, February 21, 2003	Jefferson City
Monday, June 9, 2003	GM in O'Fallon
Wednesday, October 8, 2003	In conjunction with the Governor's Conference
Monday, December 1, 2003	Kansas City – Plaza

An alternative date, if needed, is Monday, August 18, location to be determined.

Workforce System Performance

Patti directed the council to tabs 12 –16 and the performance of the partners. In the past what we have mainly seen in the packets was information from Workforce Development and would receive annual reports from each partner. We are trying to broaden the information base out and report on the entire system. This is information that we hope to have for all future packets. It will keep us up on the performance of the workforce system.

Patti thanked everyone for taking the time and effort to be here. The meeting was adjourned.